DOCUMENT RESUME

ED 058 155 SP 005 429

TITLE	Evaluating Administrative/Supervisory Performance.
INSTITUTION	Educational Research Service, Washington, D.C.
PUB DATE	Nov 71
NOTE	62p.; ERS Circular No 6
AVAILABLE FROM	Educational Research Service, Box 5, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 ($3.00)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Administrator Evaluation; *Evaluation Techniques; *Personnel Evaluation; *Principals; *Supervisor Qualifications

ABSTRACT

This is a report on the third survey conducted on procedures for evaluating the performance of administrators and supervisors in local school systems. A questionnaire was sent to school systems enrolling 25,000 or more pupils, and results indicated that 84 of the 154 responding systems have formal evaluation procedures. Tables and discussions of the survey results cover the following topics: 1) probationary periods for administrators, 2) which personnel are evaluated and the frequency of evaluation, 3) the purposes of the evaluation, 4) evaluation procedures, and 5) help for the unsatisfactory administrator/supervisor. Sample evaluation forms from the following 11 systems are included: 1) Hawaii; 2) Montgomery County, Maryland; 3) Pueblo, Colorado; 4) Fairfax County, Virginia; 5) Peoria, Illinois; 6) San Antonio, Texas; 7) Arlington County, Virginia; 8) Clark County, Nevada; 9) Santa Ana, California; 10) Lincoln, Nebraska; 11) Mount Diablo, California. A brief explanation precedes each form or groups of forms, which are not presented as ideal procedures but to stimulate the thinking of individuals involved in developing or revising procedures for evaluating the performance of school administrative and advisory personnel. A selected bibliography of 30 items and the questionnaire form are included. (MBM)

JAN 4 1972

EDUCATIONAL RESEARCH SERVICE
American Association of School Administrators and
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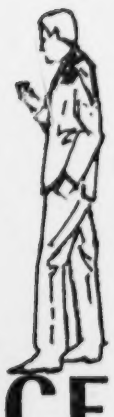
CIRCULAR

NO. 6, 1971

EVALUATING ADMINISTRATIVE/SUPERVISORY PERFORMANCE



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EVALUATING ADMINISTRATIVE/SUPERVISORY PERFORMANCE

This may be the Age of Aquarius to the rest of the world, but in education it is the Age of Accountability. Although the chief thrust of the accountability proponents has been instructional accountability, or the teaching act, the strictly administrative functions to support the instructional program have also come under fire from the public. The 1971 Gallup Poll on education reports that, of a list of 16 possible ways to cut school costs, reducing the number of administrative personnel was the second most frequently favored option, after canceling subjects that do not have the minimum number of students registered. Thus, it is not surprising that in the ERS survey upon which this Circular is based, one respondent listed as one of the purposes for which administrative evaluations are conducted in his system: "to verify performance quality to answer critics."

This is the third survey ERS has conducted on procedures for evaluating the performance of administrators and supervisors in local school systems. Two years of effort, culminating in ERS Circular No. 5, 1964 (see the bibliography on pages 56-58), identified only 50 plans for appraising administrative personnel, and some of these plans were quite informal. A 1968 survey of all systems enrolling 25,000 or more pupils and a selected group of 31 smaller systems uncovered 62 formal programs of administrative evaluation. For the 1971 survey, the decision was made to limit the mailing list only to systems enrolling 25,000 or more pupils, omitting the sampling of smaller systems included in the previous surveys. The 1971 survey instrument was distributed in May and followed up during the summer and fall months. The number and percent of school districts which responded to this survey in each enrollment group are as follows:

Enrollment stratum	Ques. sent	Replies received
Stratum 1 (100,000 or more)	27	23(85.2%)
Stratum 2 (50,000 - 99,999)	56	50(89.3%)
Stratum 3 (25,000 - 49,999)	109	81(74.3%)
	192	154(80.2%)

Although the sample and the number of replies this time were somewhat smaller than in 1968, this survey revealed 84 systems which currently have formal procedures for assessing the performance of administrative/supervisory personnel. These 84 represent 54.5 percent of the 154 responding systems, whereas the 62 systems identified in 1968 were only 39.5 percent of the total response in that survey. Evidence indicates that the percentage would be even larger had the survey been conducted during the current school year, since eight of the 70 systems without such procedures reported that they plan to institute an administrative/supervisory evaluation program during the 1971-72 school year.

The replies of the 154 responding systems to the question, "Does your school system have a formal method for periodically evaluating the performance of administrative and supervisory personnel?" are tabulated below by enrollment stratum:

	Yes	No	Total
Stratum 1	18(78.3%)	5(21.7%)	23(100.0%)
Stratum 2	26(52.0%)	24(48.0%)	50(100.0%)
Stratum 3	40(49.4%)	41(50.6%)	81(100.0%)
Totals	84(54.5%)	70(45.5%)	154(100.0%)

These figures appear to indicate that the larger the school system, the more likely it is to have an evaluation program for administrative and supervisory employees.

Probationary Period for Administrators

The questionnaire form used in the survey (see pages 59 and 60) included an inquiry as to whether administrative and supervisory personnel are required to serve a probationary period, related or unrelated to the attainment of tenure, and if so, how long the period is. Table A summarizes the replies from the 84 systems that have formal evaluation procedures. As can be seen from the table, 50 or about 60 percent do require a probationary period, and 30 of the 50 have it set at three years.

Although the questionnaire asked if administrative and supervisory personnel achieve ten-

Table A

SUMMARY: PROBATIONARY PERIODS FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL

Probationary period?	Number of responding systems			
	Str. 1	Str. 2	Str. 3	Totals
YES				
1 year	..	1	3	4
2 years	3	..	5	8
3 years	7	13	10	30
Varies	3[a/]	1[b/]	3	7
No reply	..	..	1	1
NO	4	9	17	30
NO REPLY	1	2	1	4
Totals	18	26	40	84

a/ Includes one system in which only instructional administrators and supervisors serve a probationary period, and two systems where probation is served only if a probationary period has not been served in any position in the district.

b/ Not all personnel serve a probationary period.

ure (as an administrator, rather than as a teacher), the replies on the questionnaire often were not consistent among systems within a state and frequently conflicted with information received from a similar request to the individual state departments of education. Thus, lacking authoritative information on the provision of tenure for administrative and supervisory personnel in each state, it is not possible to determine how many of the systems reported a probationary period which leads to tenure. A number of the replies indicated that administrative and supervisory personnel in many states achieve tenure only as a teacher; that is, if they are removed from an administrative or supervisory position, they must be offered employment as a teacher if tenure has been gained as a teacher. Thus, as two systems pointed out, the probationary period reported may indicate only that probation must be served in a certificated position.

Personnel Evaluated and Frequency of Evaluation

Table B, on page 3, tabulates the replies of the 77 systems which provided information on the personnel evaluated and the frequency of evaluation. Of the 77 systems, 42 evaluate all personnel below the level of superintendent in their probationary and/or permanent status. Thirteen systems do not evaluate administrators after they become permanent employees or are put on continuing contract. In both the probationary and permanent status, annual evaluations are the most common practice.

While 10 systems reported that formal evaluations of the superintendent are conducted in the probationary or permanent state, in only three cases is this substantiated by evaluation forms or other information submitted with the questionnaire--Pueblo, Colorado; Tulsa, Oklahoma; and Fort Worth, Texas. Since the procedures utilized by the Tulsa and Fort Worth boards of education to evaluate their superintendents have been publicized in a recent article in professional literature (see bibliography reference No. 29, on page 58), they will not be discussed or reproduced in this Circular. Pueblo's procedures are included in the form reproduced on pages 16-19.

Purposes of Evaluation

A great deal of literature, much of it outside the education community, has been devoted to discussion of the purposes of evaluations (see bibliography). In the field of business and industry personnel management, stress is given to the necessity of accurate evaluations for salary purposes, thus the popularity of such techniques as the rank order method, paired comparison techniques, and others which result in a list of employees in order of desirability.

There is, on the other hand, a good deal of discussion both in educational literature and outside the profession which stresses that evaluation of personnel is likely to do more harm than good in terms of productivity and morale if its primary objective is not to improve performance. From the responses on the ERS questionnaire form, it is evident that in educational circles administrative evaluations are seldom used to make salary determinations. In responding to the question, "For what purposes do you

evaluate administrative and supervisory personnel?" only 12 of the 84 systems indicated that evaluations are used to determine regular or merit increments in salary.

In answering the above question, the respondent was asked to indicate only purposes for which, in his experience, evaluations have actually been applied in his system--not the purposes for which evaluations ideally should be used. The number of respondents checking or writing in each purpose is shown below:

Purposes of evaluations	Number of systems reporting
Identify areas needing improvement	77
Assess present performance in accordance with prescribed standards	70
Establish evidence for dismissal	60
Help evaluatee establish relevant performance goals	60
Have records to determine qualifications for promotion	55
Determine qualifications for permanent status	35
Determine qualifications for salary increments (regular)	9
Comply with board policy	8
Determine qualifications for merit pay	3
Comply with state law/regulation	3
Point out strengths	2

The fact that seven of the 84 respondents did not check "identify areas needing improvement," supports the honesty of respondents in admitting that in some systems evaluations are used only to facilitate such personnel functions as determining retention, promotion, dismissal, and salary increases.

Regarding the three systems which indicated that compliance with state law or state board regulation is one of the purposes of evaluation, actually a number of other systems could have written this in, because at least five states have such laws or regulations. In the Florida School Laws, the county superintendent is charged with establishing procedures to annually assess the performance of all instructional, administrative, and supervisory personnel employed in his county. In Hawaii, state board regulation is the same as local board policy, and thus all districts as well as the state department must evaluate educational officers annually. Oregon's 1971 Fair Dismissal Law requires the superintendents of districts with 500 or more pupils to "at least" annually evaluate the performance of

Table B

SUMMARY: FREQUENCY OF EVALUATION FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL, 77 SCHOOL SYSTEMS

Personnel evaluated *up to and including* the level of:	Number of systems reporting frequency of evaluation for:								
	PROBATIONARY personnel				PERMANENT personnel				
	Semi-annual	Annual	Other[a]	No probation	Annual	Every 2 years	Every 3 years	Other[b]	No probation
Superintendent	1	4	...	5	8[c]	1	...	...	1
Assistant superintendent	5	25	1	11	25	1[d]	2	6	8
Director	1	4	...	3	3	1	1	1	1
Supervisor	1	6	1	4	5	1	...	4	1
Principal	1	2	...	1	2	1	1	...	2
Assistant principal	...	1	...	...	1	...	...	...	...
Totals	9	42	2	24	44	5	4	11	13

a/ Includes one system which reported three evaluations a year for probationary administrators and one system which reported evaluations of probationary administrators are conducted "as necessary."

b/ Includes systems which reported one of the following frequencies for the evaluation of permanent or continuing contract administrators: semiannually, every four years, every five years, and "as necessary."

c/ Includes one system where only supervisors are evaluated on a different schedule--once every three years.

d/ Excludes principals, who are evaluated every three years.

TABLE C: ADMINISTRATIVE EVALUATION PROCEDURES USED DURING 1971-72,

Types of evaluation instruments	Types of evaluation procedures	Number of systems using each procedure
List of predetermined PERFORMANCE STANDARDS to be rated numerically, by selecting a descriptive phrase, or by written comments (may also include lists of needed improvements)	1. Unilateral evaluation by evaluator; no evaluation conference(s); no notification of evaluation outcome to evaluatee unless unsatisfactory rating is given	3
	2. Unilateral evaluation by evaluator; no evaluation conference(s), but evaluatee is either shown or given a copy of completed form	4
	3. Unilateral evaluation by evaluator based on conference(s) between evaluator and evaluatee during evaluation period; no post-evaluation conference is held, but evaluatee is either shown or given a copy of completed form or letter report	4
	4. Unilateral evaluation by evaluator; post-evaluation conference between evaluator and evaluatee to discuss rating received; evaluatee may also either be shown or given a copy of completed form	38
	5. Evaluations are conducted by team of educators; chairman compiles summary evaluation and holds post-evaluation conference with evaluatee to discuss the rating	4
	6. The evaluator and evaluatee agree on major areas of responsibility for evaluatee; evaluator rates evaluatee on his performance in each major area; post-evaluation conference is held to discuss the evaluation	1
	7. The evaluatee rates himself and evaluator rates evaluatee; these evaluations are discussed in a conference, but only the evaluator's rating, which may or may not be modified as a result of the conference, appears on the completed form	7
	8. The evaluatee rates himself and evaluator rates evaluatee; both evaluations are discussed in conference; both evaluations appear on completed form	4
JOB PERFORMANCE GOALS tailored to individual evaluatee and major areas of responsibility which may be standardized or individually formulated, rated numerically, by a descriptive phrase, or by written comments (may also include checklists and/or written comments on prescribed characteristics)	9. The evaluatee completes a self-evaluation form, including establishing goals for next evaluation period; completed form is submitted to evaluator, who adds his comments as to accuracy of evaluatee's evaluation. Post-evaluation conference is held to discuss completed form	1
	10. The evaluator and evaluatee, in conference, establish mutually agreed upon performance goals for evaluatee, within his major areas of responsibility; evaluator rates evaluatee on his accomplishment of performance goals and performance in areas of responsibility; post-evaluation conference is held to discuss the evaluation	10
	11. Same as #10 above, except that evaluatee completes a self-evaluation prior to conference with his evaluator; evaluator places his evaluation on same form with evaluatee's; both evaluations are discussed in post-evaluation conference	6
	12. Same as #11 above, except that evaluator consults with other individuals, including evaluatee's peers and/or staff, students, and parents, before completing his part of the evaluation form; only evaluator's evaluation appears on completed form	2

84 SCHOOL SYSTEMS WITH 25,000 OR MORE PUPILS

NUMBER OF SYSTEMS USING EACH TYPE OF PROCEDURE WHICH REPORTED THE FOLLOWING PRACTICES:				
Evaluatee signs completed evaluation form	Evaluatee receives copy of completed evaluation form	Evaluation is automatically reviewed by higher authority	Evaluatee may file dissenting statement	Evaluatee may request conference with higher authority
...	...	3	1	3
3	2	3	1	3
1	...	...	...	1
32	29	25	28	34
4	4	2	4	4
1	1	1	1	1
5	6	5	7	7
4	3	3	3	4
1	...	1	...	1
10	10	7	9	10
6	5	3	3	4
2	2	1	2	1

each teacher employed by the district; teacher is defined in the law as any person who holds a teaching certificate and is employed as an instructor or administrator. The State of Washington has mandated that every board of directors establish criteria and procedures to evaluate, at least annually, all certificated employees.

The recently passed "Stull Bill" in California specifies that each school board must adopt a uniform set of written objective evaluation guidelines for use in evaluating the professional competency of all certificated personnel in its employ, including the district superintendent. The guidelines must include standards of expected student progress in each area of study and techniques for assessment of that progress; assessment of personnel competence as related to these standards; assessment of other duties normally required of certificated personnel; procedures and techniques for ascertaining that the employee is maintaining proper control and is preserving a suitable learning environment. The bill also requires follow-up counseling for unsatisfactory employees; distribution of the written guidelines to all certificated employees each school year; and the opportunity for each individual to append a rebuttal statement to his evaluation. School boards also must seek the advice of certificated instructional personnel in developing the guidelines.

Evaluation Procedures

Although forms sometimes vary depending on the type of personnel being evaluated in a school system, only two systems reported that the procedures vary for the type of administrator/supervisor being evaluated. Thus the data in Table C, on pages 4 and 5, represents the prevailing practices in the responding school systems. The table lists 12 general types of evaluation procedures identified by ERS among the 84 submitted. While it is true that there are variations among the systems in each category in Table C, the number of type procedures would have become unwieldy if each variation produced a new category. To give some idea of the variations, Table C also correlates five relatively common characteristics of evaluation plans with each of the 12 types of procedures. These five characteristics are included among the 15 tabulated in Table D on page 7.

Three criteria were used to draw the 12 categories in Table C--first, the source of input used in compiling the final evaluation (e.g., unilateral evaluator, self-evaluation, team evaluation); second, the degree to which the evaluation procedures facilitate improved performance (e.g., post-evaluation conferences, goal setting); and third, which results from a combination of the two, the degree to which the evaluatee is a participant in the evaluation process.

The 12 procedures are grouped in Table C into two general types--those which assess the evaluatee against prescribed performance standards (indicators of character, skill, and performance which have been chosen as standards against which all personnel, or at least all in a similar position, will be assessed); and procedures which are based on individual job targets or performance goals, against which each evaluatee will be rated as to degree of accomplishment of each goal (management by objectives approach).

Following is a distribution by enrollment stratum of the systems tabulated in each type-evaluation-procedure category in Table C:

	Procedures	Str. 1	Str. 2	Str. 3	Total
PERFORMANCE STANDARDS	No. 1	2	..	1	3
	No. 2	1	2	1	4
	No. 3	1	1	2	4
	No. 4	11	13	14	38
	No. 5	..	1	3	4
	No. 6	1	..	..	1
	No. 7	1	3	3	7
	No. 8	1	1	2	4
JOB TARGETS	No. 9	..	..	1	1
	No. 10	..	3	7	10
	No. 11	..	2	4	6
	No. 12	..	..	2	2

Although some of the systems tabulated as Types 1-8 require the evaluatee and/or evaluator to set performance goals for the evaluatee, the evaluatee is not assessed specifically as to his accomplishment of these goals. Types 9-12, on the other hand, usually also include rating the employee against prescribed performance standards. It should be noted that one of the systems tabulated as Type 4 and one system having Type 5 utilize the goal-setting approach, but only in the program for improvement of administrators who have received unsatisfactory ratings on the regular checklist form.

As can be seen from the distribution, none of the systems in the largest enrollment stratum utilizes evaluation by job targets (performance goals), and only five of the 26 systems in the next largest enrollment group use job targets, not including the two systems which utilize a job target approach in the program of improvement for administrators who have received unsatisfactory ratings. In Stratum 3, one-third of

Table D

SUMMARY: CHARACTERISTICS OF 84 ADMINISTRATIVE/SUPERVISOPY EVALUATION PROCEDURES

Characteristics of evaluation procedures	Number and percent of systems reporting			
	Stratum 1	Stratum 2	Stratum 3	Totals
Use form which calls for rating on a prescribed scale against performance standards	15	16	23	54
Use form which calls for rating against individual job targets	...	5	14	19
Use narrative form (providing space for evaluator's comments only)	3	6	9	18
No form is used	1	3	4	8
Self evaluation is required	2	7	12	21
Conference is held with evaluatee before evaluation period begins	6	10	17	33
Conference(s) is/are held during evaluation period	13	14	23	50
Post-evaluation conference is held with evaluatee	14	22[a/]	35	71
Evaluation is automatically reviewed by third party	10	17	27	54
Evaluatee receives copy of completed evaluation	14	21[a/]	27	62
Evaluatee is shown, but may not keep, copy of completed evaluation	2	3	8	13
Evaluatee signs evaluation form	13[b/]	22	34	69
Evaluatee's signature does not signify that he concurs with the evaluation	13	19	30	62
Evaluatee may file dissenting statement (on form or separately) if he does not concur	13	21	25	59
Evaluatee may request conference with his evaluator's supervisor if he does not concur	17	24	32	73

a/ In one system, applies only if rating is unsatisfactory.
b/ In one system, applies only to probationary employees.

the responding systems use this approach. This is understandable in view of the fact that in the larger school systems a central office administrator would have to spend an inordinate amount of time in conferences with the many individuals under him in order to utilize the job targets approach. Even more of a drain on administrative time would be team evaluations (Procedures 5 and 12), which with one exception, are utilized only in Stratum 3 systems. That exception is Tulsa, Oklahoma, which schedules team evaluations of principals only every three years.

Despite the difficulty in developing and implementing a performance goals procedure, a growing number of systems are adopting it in one form or another--25 percent (21 systems) in this survey, as compared with 13 percent (8 systems) in the 1968 study and only one system in 1964. It is because of the growing popularity of this evaluation method that the majority of the evaluation procedures and forms discussed and reproduced on pages 10-55 are performance-goals oriented. These are some of the more unusual forms and procedures used in performance-standards evaluation. Those interested in exploring the traditional checklist type of rating forms are referred to ERS Circular No. 7, 1968, Evaluating Administrative Performance. Although this Circular is out of print, copies are available in many university and school system libraries, and a limited number of loan copies are available from ERS for an examination period of three weeks.

In the belief that the readers of this report are interested primarily in sample evaluation forms, the bulk of this Circular is devoted to reproduction of forms received with the questionnaire replies and to a brief explanation of how each form is used. In some cases, the forms reproduced on pages 10-55 are more interesting than the procedures, while in other cases the forms appear quite ordinary or even less than adequate but they are utilized in rather unique evaluation systems. The reader is therefore reminded to peruse the text which accompanies each sample evaluation form.

Of particular interest, in view of increasing demands for accountability and for community involvement in the schools, are the procedures and forms on pages 14-19 which include evaluation of principals by a team with teacher-members, and the forms and procedures on pages 46-55 which utilize teams numbering among their members the evaluatee's peers and evaluations solicited from staff, parents, and students. Individuals desiring information on systems which have procedures for separate evaluations of central office personnel, principals, and teachers by their subordinates are referred to ERS Circular No. 5, 1970, The Evaluatee Evaluates the Evaluator (52 p., $1.50).

Help for the Unsatisfactory Administrator/Supervisor

The administrator who has received an evaluative rating which is below school system standards is usually counseled by his superior about his weak points and ways to overcome them. The weaknesses will be translated into job targets in systems which utilize the performance goals type of rating. As was mentioned before, in two systems the job target approach is not used unless the principal receives an unsatisfactory rating.

The most intensive and formalized plan reported for helping the administrator with an unsatisfactory rating is the use of a consultant team in the Worcester, Massachusetts, Schools. If, at the time evaluation reports are due (usually shortly after the first of the calendar year), an administrator has received an unfavorable report, he meets with his evaluator and they each select one administrator to serve on a consultant team which will work with the evaluatee toward the improvement of his performance. The two members so selected then choose another administrator to serve as the third member of the team. The guidelines for evaluation stress that the consultants do not serve as e-

valuators. Members of the consultant team have reduced responsibilities whenever possible, are reimbursed for travel expenses, and are provided clerical assistance from the central office.

The team reviews with the administrator the areas needing improvement and agrees with him upon the time needed to implement procedures for acceptable growth. About half-way through the consulting period, the team must provide a written report containing these specific guidelines to the evaluatee, his evaluator, and the administrator who will conduct a subsequent "re-evaluation."

The team assists the administrator throughout the period by suggesting sources of materials and professional help, and by pointing out changes that can be made in management techniques and organization. The team also spends time in observing the administrator in the performance of his duties and releases him for a period of time so he can visit and observe the performance of others in the same job area. At the end of the six-week consultation, the administrator is re-evaluated by a second evaluator, someone who did not conduct the first evaluation or serve on the consulting team. If the evaluation is still unfavorable, the administrator is subject to re-evaluation the next year based on mutually revised goals.

Using the Sample Evaluation Forms

The following sections reproduce evaluation forms submitted by some of the 84 participating school systems in this survey. A brief explanation, relating the forms to one of the evaluation procedure types in Table C and pointing out variations from the type procedure precedes each form or group of forms. The reader is cautioned that these forms have not been reproduced because they are ideal forms or procedures, or because they are recommended for adoption. Rather, they are presented to stimulate the thinking of individuals involved in developing or revising procedures for evaluating the performance of school administrative and supervisory personnel. If, however, it is desirable to reproduce one or more of the forms for some reason, it is recommended that permission be obtained directly from the originating school system, not from the Educational Research Service.

The procedures presented allow for a great number of variations. For instance, if a job target approach is used along with rating according to standardized performance characteristics, a team of administrators (and/or peers and subordinates) might evaluate achievement of job targets while the evaluatee's superior rates him according to performance standards, or vice versa. Or rating of job targets and performance standards might be performed in alternate years. Or subordinates' evaluations might comprise a given percentage of the final evaluation received. Or, in line with the experiments in performance contracting, a percentage of the principal's evaluation might be based, for instance, on some objective measurement of his leadership in instruction, such as increased effectiveness of the teachers serving under him. The possibilities for future development in the field of personnel evaluation are almost unlimited.

This study was designed and written by Suzanne K. Stemnock, Professional Assistant, Educational Research Service

EVALUATION FORMS A AND B
(Evaluation Procedures #1-4)

The forms reproduced on pages 11-13 following are used in the type of evaluation procedures designated as #4 in Table C (pages 4 and 5), and are similar to forms used in procedures designated #1, #2, and #3 in the same table. In Evaluation Procedure #4, the individual being evaluated is rated by his superior on predetermined performance skills and characteristics, and a post-evaluation conference is held to discuss the completed evaluation.

Reproduced here are the forms for Hawaii and Montgomery County, Maryland. In these school systems, the administrator and his evaluator have one or more conferences during the evaluation period (in addition to the post-evaluation conference); the evaluatee signs and receives a copy of the completed evaluation form; and, since his signature does not indicate agreement with the evaluation, he may attach a dissenting statement to the evaluation form or request a conference with his evaluator's supervisor. In Montgomery County, review by a higher authority is automatic; in Hawaii it is not.

The form used to evaluate principals in Hawaii (Form A) consists only of checklist. The Montgomery County form (Form B) is of the narrative type, and although it includes space to record "goals for improvement," these are unilaterally determined by the evaluator and are not used as the basis for the next evaluation.

Personnel Form 753
Rev. 2/71, TAC 71 2478

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF PERSONNEL SERVICES
P. O. BOX 2360
HONOLULU, HAWAII 96804

PRINCIPAL EVALUATION REPORT

Principal's Name: _____ School: _____

Evaluated by: _____ For the period: _____

INSTRUCTIONS: Fill in the boxes to the right of the factors with the descriptive words poor, fair, satisfactory, good, or excellent. You will note that the factors are arranged in outline form. Every factor that is a heading is a summary of those subfactors specifically subsumed under it as well as those not specified but implied in the heading. Not all of the factors are of the same importance nor are identical factors of the same importance in every school. It is not intended that this form yield a "score". It is intended merely as a reminder that each of these factors needs to be considered objectively before making an overall judgment. Do not feel compelled to start at the top and work down. Start with factors about which you have the most information. If you do not have sufficient information to rate a factor, leave it blank. Individual items may be evaluated and dated during the semester.

		Date
OVERALL PERFORMANCE		
1. INSTRUCTIONAL PROGRAM		
a. Supervision & evaluation of teachers		
(1) Regular teachers		
(2) Probationary teachers		
b. Assignment of teachers and scheduling of classes		
c. Knowledge of curriculum		
d. Use of instructional aids & equipment		
e. Quality of program planning		
2. PUPIL PERSONNEL PROGRAM		
a. Guidance Program		
b. Discipline		
c. Attendance		
d. Health & Safety Program		
3. STAFF RELATIONS		
a. With teachers		
(1) Individually		
(2) As a group		
(3) Relations with employee organizations		
(4) Quality of professional faculty meetings		
b. With classified employees		

(Over)

(Continued)

		Date
4. MANAGEMENT FUNCTIONS		
a. Physical Plant		
b. Office Management		
c. Finance		
5. COMMUNITY RELATIONS		
a. With individual parents		
b. With PTA		
c. With other organizations		
d. With other individuals		
6. DEPARTMENTAL RELATIONS		
a. Knowledge of functions of other schools and parts of Department		
b. Knowledge of Departmental policy and regulations		
c. Cooperation with other schools and parts of Department		
7. EFFORTS TOWARD PROFESSIONAL IMPROVEMENT		

REMARKS BY RATER:

REMARKS BY PRINCIPAL:

(Principal's signature does not necessarily indicate approval but merely that he is aware of evaluation)

Principal's Signature _____ Date _____

District Superintendent's or Supervising Principal's Signature _____ Date _____

Distribution: WHITE - Office of Personnel Services, GOLDENROD - School, PINK - District, BLUE - Principal

Department of Professional Personnel
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Administrative and Supervisory
Personnel Evaluation Form

Name: Last	First	Date
Position Location		
Position Title		Social Security No.

Grade	Step	Cert.	Issue Date	Expiration Date

☐ 1st Year of Initial Assignment

☐ 2nd Year Or ☐ Every 3rd Year in Same Assignment

☐ Evaluation Requested By _____

☐ Appointment to Another A&S Assignment---1st Year

I. PERSONAL QUALITIES
A. Strengths:

B. Goals for Improvement:

II. PROF. QUALITIES AND GROWTH
A. Strengths:

B. Goals for Improvement:

III. INSTRUCTIONAL LEADERSHIP
A. Strengths:

B. Goals for Improvement:

IV. PERFORMANCE
A. Strengths:

B. Goals for Improvement:

V. GENERAL COMMENTS
A. Overall Evaluation:

B. Recommendation for Continuing Assignment or Reassignment: _____

C. Special Salary Consideration (defer or accelerate increment):

VI. *SIGNATURES:

_____ _____
Person Evaluated Date

_____ _____
Evaluator Date

Conference requested with evaluator's immediate superior: Yes___ No___

*Signatures indicate completion of the evaluation process. If the person being evaluated does not agree with the contents of the evaluation, he may request a conference with the immediate superior of the evaluator.

Reviewer's Comments:

Reviewed by: _____ Date: _____

Received in Department of Professional Personnel _____ Date _____

MCPS Form 430-5 (Rev. 9/70) Return all copies of form to Department of Professional Personnel

EVALUATION FORM C
(Evaluation Procedure #5)

The evaluation materials from Pueblo, Colorado (Form C), are reproduced on the following pages, not so much for the form used as for the interesting evaluation procedures of which the form is a part. The form is a checklist-type rating scale with space to record in narrative fashion comments on each area listed, the evaluatee's strengths, areas needing improvement, and an overall evaluation. Weights are established both for the rating given and the area evaluated, resulting in a composite value factor, which is translated into a one-word descriptive rating.

As can be seen from the guidelines preceding the evaluation form itself, the evaluation is conducted by a team of evaluators, which includes the evaluatee's immediate supervisor who usually acts as team chairman, other administrators and/or supervisors with whom the evaluatee must deal in performing his job, and often individuals whom the evaluatee supervises. In the case of the evaluation of principals and assistant principals, this means one or two teachers serve on the evaluation team.

Each team member fills out an evaluation form and submits it to the team chairman. The team chairman is responsible for compiling an overall evaluation and discussing the results with the evaluatee. The evaluatee receives a copy of the summary evaluation for his files. If he does not concur with the rating given him, he may file a dissenting statement with the completed form or request a conference with the team chairman's supervisor.

Although no form is reproduced here for Tulsa, Oklahoma, that school system uses a variation of Procedure #5 which may be of interest. The procedures vary according to the level of administration at which the individual is assigned. Everyone from the superintendent on down is evaluated on a regular schedule--annually, except in the case of principals, who are evaluated every three years. The principals' evaluation procedure is the most interesting.

One week in advance of his evaluation, the principal is notified that a team of administrators will arrive for an on-site visitation. The Administrative Director is solely responsible for the evaluation, but he may select other personnel to assist him in an advisory or consultative capacity, and if the principal so requests, the team may include one or more principals.

The principal is expected to make advance preparations for the visit by completing a "Principal's Performance Appraisal" form to rehearse him for the interviews and help him select supportive exhibits related to the items on the form, which will be used by the Administrative Director in evaluating him. The following are suggested exhibits in the four appraisal areas:

> "Administrative skills: Samples of duty roster, extra-curricular assignments, minutes of meetings of student activity fund control board, maintenance reports, teacher evaluation records, pupils' attendance and cumulative records, and statement(s) of policies followed in his building.

(Continued)

"Instructional leadership skills: A brief narration of his recent efforts to improve instruction, such as inservice with faculty, scheduling practices, utilization of appropriate instructional materials, or innovations in the use of media. A statement of instructional objectives, together with plans for evaluation.

"Communication and interpersonal skills: Copies of daily bulletins or other bulletins sent to staff and parents. Copies of staff meeting agendas. A description of how he facilitates communication, such as faculty, student, or parent committees, advisory councils, planning period faculty meetings, student forums or assemblies.

"Personal qualities: A brief written statement of his efforts to improve the program in his school and of his own professional growth activities."

The principal is also required to send a letter to the six elected PTA officers (and a limited number of other patrons if he so desires), inviting them to meet the visiting team at a designated time and place on the visitation day. He must also notify all members of the faculty grievance committee and all teacher association delegates in his building to select from among their number a committee of not more than five to meet with the team. He may also appoint two additional faculty members to this committee.

The following is a suggested schedule to be followed by the team on the day of the on-site visitation:

8:00 - 8:30	Orientation by principal
8:30 - 10:30	Observe classes and activities and talk with teachers, counselors, students, and classified personnel
10:30 - 11:30	Coffee and visitation with parents
11:30 - 1:00	Lunch in cafeteria, at which time pupils and staff members are encouraged to visit informally with the visiting team.
1:00 - 2:00	Further observation
2:00 - 3:30	Study and discuss exhibits with principal
3:30 - 4:00	Meet with faculty committee
4:00 - 4:30	Report to principal a summary of observations and recommendations.

Within one week after the visit, the Administrative Director must complete the "Principal's Performance Appraisal Record," schedule a conference with the principal to discuss the report, and have the principal sign the form (if the principal disagrees with the report, he may request that a Review Committee be appointed to restudy the appraisal). If any item has been rated "unsatisfactory," the principal and the Administrative Director must complete a "Job Targets Report" to be placed in his personnel file; this will be referred to if a principal is later rated unsatisfactory on any item.

FORM C

PUEBLO, COLORADO

Person Being Evaluated _____

Position _____ Building _____

Evaluator (Please Circle) - Teacher, Activities Director, Assistant Principal, Psychologist, Specialist, Principal, Department Director, Division Director, Assistant Superintendent, Superintendent

SUCCESS IN ADMINISTRATION

The purpose of the following evaluation form is to assist each administrator in improving his professional competency. Since the evaluation form will not be signed, it would be helpful for the evaluator to make specific comments when giving a rating, especially a low rating.

The chairman of each evaluating team is the position listed first in the evaluator category. It is the responsibility of the chairman to organize his team and compile the results of the team's evaluation. He will then discuss the results of the evaluation with the person being evaluated. The chairman of the evaluating team will also make the results of the evaluation available to the Superintendent who will then take whatever action he deems necessary. The chairman will treat the completed evaluation as confidential information.

If the evaluator feels that any criterion in the evaluation form does not apply to the person he is evaluating, he should indicate in the Summary Comments section that he has left the criterion blank because, in his judgement, it does not apply.

Person Evaluated	Evaluating Team
Activities Director	Building Principal Director of Student Activities Building Assistant Principal Two Building Teachers
Assistant Principal	Building Principal Director of Pupil Personnel Director of Secondary Education Director of Music Education Foreign Language Specialist One Building Teacher
Psychologist	Director of Guidance, Liaison, and Psychological Services Director of Special Education Two Elementary Principals
Specialist	Assistant Superintendent for Instruction Director of Secondary Education and Director of Elementary Education Two Principals One Teacher
Secondary Principal	Director of Secondary Education Building Assistant Principal Business Manager Science Specialist Two Building Teachers

Person Evaluated	Evaluating Team
Elementary Principal	Director of Elementary Education Director of Special Education or Director of Health, P. E., and Recreation or Director of Guidance, Liaison, and Psychological Services or Director of Audio-Visual Primary Specialist or Reading Specialist or Social Studies Specialist Two Building Teachers
Department Director	Assistant Superintendent for Instruction or Superintendent Director of Elementary Education Director of Secondary Education One Principal One Specialist or Psychologist
Division Director	Assistant Superintendent for Instruction or Assistant Superintendent of Personnel or Superintendent Director of Pupil Personnel or Director of Student Activities Director of Federal Projects Two Principals One Specialist
Assistant Superintendent	Superintendent Two Division Directors One Principal Math Specialist
Superintendent	President of Board of Education Assistant Superintendents One Division Director One Principal

The Superintendent will establish committees to evaluate non-certificated administrative and supervisory personnel.

The evaluation forms should be completed by March 15, 1972.

(Form follows)

	Unsatisfactory 0	Fair 1	Good 2	Excellent 3	
I. PERSONAL CHARACTERISTICS					
A. Appearance	☐	☐	☐	☐	x 1.0
Comments: *(space)*					
B. Health and Vitality	☐	☐	☐	☐	x 1.0
Comments: *(space)*					
C. Disposition	☐	☐	☐	☐	x 1.0
Comments: *(space)*					
II. LEADERSHIP CHARACTERISTICS (Willingness to make decisions and accept responsibility; forcefulness; ability to effect desirable change; enthusiasm and initiative shown in work)	☐	☐	☐	☐	x 10.0
Comments: *(space)*					
III. SUCCESS IN PROBLEM SOLVING (Judgment, logical thinking, creativity, imagination)	☐	☐	☐	☐	x 7.0
Comments: *(space)*					
IV. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING (Keeps current on educational trends)	☐	☐	☐	☐	x 6.0
Comments: *(space)*					
V. SUCCESS IN SUPERVISION (Evaluating and improving teaching; developing a strong instructional program)	☐	☐	☐	☐	x 10.0
Comments: *(space)*					
VI. ABILITY TO BUILD MORALE (Democratic in interpersonal relations; delegates; listens to other points of view)	☐	☐	☐	☐	x 5.0
Comments: *(space)*					

		Unsatisfactory 0	Fair 1	Good 2	Excellent 3	
VII.	RELATIONS WITH COLLEAGUES (Professional ethics)	☐	☐	☐	☐	x 7.0
	Comments: *(space)*					
VIII.	RELATIONS WITH COMMUNITY	☐	☐	☐	☐	x 8.0
	Comments: *(space)*					
IX.	RELATIONS WITH STUDENTS	☐	☐	☐	☐	x 10.0
	Comments: *(space)*					
X.	ATTENTION TO DETAIL AND ROUTINE (Aware of use of district facilities, services, reports, orders)	☐	☐	☐	☐	x 4.0
	Comments: *(space)*					

Rating Scale:

Excellent	- 157-210
Good	- 105-156
Fair	- 52-104
Unsatisfactory	- 0- 51

EVALUATION SUMMARY

Areas of Strength:

(space)

Areas in Need of Improvement:

(space)

Summary Comments:

(space)

EVALUATION FORM D
(Evaluation Procedure #6)

Evaluation Procedure #6 is but a component of the evaluation procedures designated as #10 and #11 in Table C. In the evaluation of administrators and supervisors in Fairfax County, Virginia, it is the primary vehicle for evaluation. The form and procedures used closely resemble the checklist type of rating described in Procedures #1-#5, but in this system the areas of responsibility are assumed to differ for each administrative position, with the exception of that of principal. Thus, with the exception of the principal's evaluation form, space is left for the evaluatee's immediate superior to record what he and the evaluatee see as the evaluatee's major responsibilities; the evaluator then rates the evaluatee on his performance in these areas and spells out specific strengths and weaknesses in the areas.

Conferences are held throughout the evaluation period, including a post-evaluation conference to discuss the completed evaluation form. The evaluatee signs the form and is given a copy; he may attach a dissenting statement or request a conference with the evaluator's superior if he is not satisfied with the rating given him. The form is automatically reviewed in the personnel office.

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Personnel

EVALUATION OF NON-TEACHING* EDUCATIONAL PERSONNEL

Name_____ Assignment Location_____

Assignment or Position Title_____ School Year_____

SCOPE OF POSITION:
Circle appropriate letter. E--Effective N--Needs Improvement U--Unsatisfactory

List the major areas of responsibility to be rated as appropriate for this employee.

E N U 1.

E N U 2.

E N U 3.

E N U 4.

E N U 5.

E N U 6. OVERALL EFFECTIVENESS

COMMENTS: Spell out specific strengths and weaknesses.

Check the Appropriate Statement

/__/ I recommend reappointment.

/__/ I recommend reappointment, but I am placing the above-named employee on probation for a period of _____. I have so advised him in writing.

/__/ I do not recommend reappointment. I have specified the reasons in a separate letter to the employee, and a copy has been forwarded to the Department of Personnel.

_____ _____
Date Signature of Immediate Superior

I have read this evaluation_____
Signature of Employee

Signature of immediate superior and employee required. Signature of employee does not imply agreement with the evaluation, but simply indicates that the employee has seen the evaluation. If the employee wishes to comment, he may do so on the back of the Personnel copy of the evaluation form.

*Exception - principals (There is a principal's evaluation form in use.)

DISTRIBUTION: BLUE - Personnel Copy; CANARY - Evaluator Copy; WHITE - Employee Copy

EVALUATION FORM E
(Evaluation Procedure #7)

Although Evaluation Form E (used in Peoria, Illinois) has been chosen to illustrate the type of evaluation procedure described as #7 in Table C, it is not typical of forms used when self-evaluation is required. Usually self-evaluation is conducted on the same kind of form on which the evaluator records his evaluation. Form E is used as a self-evaluation worksheet or discussion guide for the conference between the evaluatee and evaluator prior to the completion of the form for the central office. The evaluator also completes the checklist part of the form prior to the conference. After the conference has taken place, these forms are destroyed and the evaluator composes a written narrative evaluation, based on his discussions with the evaluatee. He holds a conference with the evaluatee to discuss this evaluation, which will be sent to the personnel office; at that time the evaluatee receives a copy of the final evaluation. If he does not concur with it, he may file a dissenting statement with the personnel office or may request a conference with the evaluator's superior.

PROCEDURE FOR EVALUATING PRINCIPALS

Peoria, Illinois

The following procedure has been designed to enhance the status of the principal by creating a mechanism for a diagnostic evaluation to promote professional growth and increase the competency of the individual as the instruction leader of the school:

1. A subjective narrative evaluation form will be completed by every principal and sent to the Associate Superintendent at a time designated by him.

2. An objective checklist encompassing the various areas of a principal's responsibilities will be completed by every principal and by the Associate Superintendent for every principal. Each principal will send this checklist to the Associate Superintendent at a time designated by him.

3. After receiving these forms, the Associate Superintendent will schedule a conference with each principal to discuss the evaluation.

4. After the conference, the Associate Superintendent will send a written evaluation to each principal. The forms completed by the principal and the Associate Superintendent will be destroyed and only the written evaluation by the Associate Superintendent will be placed in the principal's personnel folder.

It is suggested that principals respond to the questions on the subjective narrative evaluation with a paragraph, or paragraphs, which will comprehensively cover the indicated areas. This response should be in typewritten form.

1. This narrative may contain an overview of your administration this year.

2. This narrative may contain statements relative to students, community, faculty, administration, program, transportation, or physical plant.

3. This narrative may include statements of restrictions, either internal or external, which affected your performance, or it may suggest courses of action you might have taken as a result of knowledge gained by experience of previous decisions.

4. This narrative may tell how you have improved instruction in your building during this school year. For example, this narrative may contain a general overview of accomplishments for the year; what new methods of instruction have been initiated; what special facilities have been added, such as a learning center, modification of scheduling, special grouping of students; what new programs, either individual or district-wide, have been initiated. You may include a statement on your in-service training for teachers, such as special faculty meetings, consultants, distribution of professional literature, individual supervision, teachers attending workshops or special meetings.

5. This narrative may contain a statement on the area in which you feel improvement is needed and how this improvement may take place.

6. This narrative may contain statements concerning any area not covered previously, but in your opinion is relative to your evaluation.

(Form follows)

FORM E

SELF ASSESSMENT EVALUATION

	Good	Adequate	Needs improvement
I. ADMINISTRATIVE RESPONSIBILITIES			
Pupil Discipline			
Co-operation with Central Office Personnel			
Pupil Safety			
Building Maintenance (Custodial Supervision)			
Recreation Program			
II. INSTRUCTIONAL LEADERSHIP			
Innovations/Pilot Programs			
In-Service Programs			
Teacher Lesson Plans			
Teacher Evaluation			
Teacher Supervision			
Teacher Meetings			
III. SCHOOL-COMMUNITY RELATIONS			
Guidance of Parent Organizations			
Public Relations			
Interpreting the School to the Community			
Coordination of District and Community Programs			
IV. PUPIL SERVICES			
Counseling			
Use of Tests			
V. SCHOOL PERSONNEL			
Encouragement of Professional Growth			
Utilization of Personnel			
Supervision of Non-Certificated Personnel			
VI. OFFICE MANAGEMENT			
Conduct of Office			
Record Keeping			
Procedures			

SELF ASSESSMENT EVALUATION

1. MY OVERALL PERFORMANCE THIS PAST YEAR HAS BEEN _____

2. MY PARTICULAR PROBLEMS HAVE BEEN _____

3. I COULD HAVE BEEN MORE SUCCESSFUL IF _____

4. MY ACCOMPLISHMENTS THIS YEAR WERE _____

5. I NEED TO IMPROVE IN THE AREA OF _____

6. ANOTHER AREA PERTINENT TO MY EVALUATION IS _____

EVALUATION FORM F
(Evaluation Procedure #8)

Form F, which illustrates Evaluation Procedure #8 in Table C on pages 4 and 5, is somewhat more extensive than the forms used by other systems reporting this type of evaluation. The North East School District form was selected to illustrate Procedure #8 primarily because the procedure itself is different from other Type #8 procedures reported.

Once a year the evaluatee completes the "self" column of the evaluation form and forwards it to his immediate supervisor. The supervisor then places his rating beside the evaluatee's on the same form. Later, in a conference, the evaluator discusses his ratings with the evaluatee. The form remains in the immediate supervisor's files. Unlike other Type #8 procedures reported, no notification is sent to the personnel office or another administrator. The procedure's sole purpose is the professional improvement of the evaluatee.

EVALUATION FORM FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL

North East Independent School District
San Antonio, Texas

NAME _____ DATE _____

POSITION _____ SCHOOL OR DEPARTMENT _____

This form has been developed as part of a continuous improvement program for all administrators and supervisory personnel. It is intended that the use of it be a professional growth experience for all persons involved. Emphasis is to be placed upon self-evaluation on the part of each individual. The process will require the cooperation of all concerned.

Two columns are provided to the left of each number. Each individual is to complete a form on himself, using the column to the immediate left of the number. After the form has been completed it is to be forwarded to the individual's immediate supervisor. The immediate supervisor will then complete the second column on the individual. A conference will be held between the individual and his immediate supervisor in which the evaluations will be discussed. The completed form will be kept on file in the immediate supervisor's file. The immediate supervisor for Principals, Assistant Superintendents, and Administrative Assistants is the Superintendent. If an item does not appear to apply to an individual's position N/A should be entered in the space.

This information will be kept in strict confidence. Unauthorized persons will not have access to it.

EVALUATION TERMS

C - Commendable - Exceeds the standards of North East School District.

A - Acceptable - Meets the standards of North East School District.

I - Need improvement - Improvement is needed in order to meet the standards of North East School District.

U - Unsatisfactory - Fails to meet the standards of the District to a satisfactory degree.

N/A - Not applicable or insufficient knowledge on which to evaluate.

Personal Responsibilities

Immediate Supervisor	Self	To what extent?
____	____	1. Am I enthusiastic about my work?
____	____	2. Do I attempt to use ideas gleaned from professional magazines and bulletins?
____	____	3. Do I attend and contribute to professional meetings?
____	____	4. Do I accept constructive criticism profitably?
____	____	5. Do I accept administrative decisions and work enthusiastically toward achieving goals even though they may not conform to my personal opinions?

___ ___ 6. Do I give full consideration to majority and minority opinion?

___ ___ 7. Do I take advantage of opportunities for professional growth that are available beyond the requirements of the District?

___ ___ 8. Do I show the initiative required of a person in my position?

COMMENTS: *(space)*

Administrative and Professional Responsibilities

To what extent:

___ ___ 9. Do I effectively delegate authority for the betterment of the school program?

___ ___ 10. Do I organize my subordinates for maximum efficiency and effectiveness?

___ ___ 11. Do I assume the leadership for the over-all morale of the building or department?

___ ___ 12. Do I allow flexibility to guide my administration and relations with individuals, both teachers and students?

___ ___ 13. Do I interpret and enforce the school/District policy in my area of responsibility?

___ ___ 14. Do I help plan the staff's professional growth program and encourage participation in in-service education programs?

___ ___ 15. Do I count the activities of the classroom of primary importance to the school program?

___ ___ 16. Do I fulfill the responsibility for administering attendance policies in the school?

___ ___ 17. Do I fulfill the responsibility for the administration of the health and safety of students in the school?

___ ___ 18. Do I provide assistance toward helping teachers improve?

___ ___ 19. Am I receptive to new ideas?

___ ___ 20. Do I involve teachers in the decision-making process where appropriate?

___ ___ 21. Am I willing to make decisions which may be unpopular yet be best for the over-all program?

___ ___ 22. Are my reports and proposals to my supervisors accurate, complete, and objective--the type that can be relied upon?

___ ___ 23. Do I maintain adequate reports and records on students, and interpret them to the greatest extent of their value?

___ ___ 24. Do I help new teachers to become a part of the school system and community?

___ ___ 25. Do I communicate pertinent information to teachers and students?

___ ___ 26. Do I accept the fact that my school or my particular field is a unit in the total school system, and that it cannot always receive the first consideration?

___ ___ 27. Do I attempt to see the over-all or total picture?

___ ___ 28. Am I punctual? (To my office, at meetings, with reports)

___ ___ 29. Am I regular in attendance at meetings where my presence is expected?

___ ___ 30. Am I willing to give my services beyond minimum requirements to school/District activities?

___ ___ 31. Am I willing to accept advice and suggestions from others?

___ ___ 32. Do I evaluate teachers' methods of grading students?

___ ___ 33. Do I systematically supervise and evaluate teacher utilization of teaching supplies and care of equipment and facilities?

___ ___ 34. Do I abide by District policy and philosophy in my work and activities?

___ ___ 35. Do I exert leadership and assist in developing philosophy, policy, and curriculum as my school or program operates within the framework of the District?

___ ___ 36. Do I insure proper communication and articulation between the schools above and below mine?

COMMENTS: *(space)*

Community Responsibilities

To what extent:

___ ___ 37. Do I promote constructive relationships between the school/District and the community?

___ ___ 38. Do I constructively interpret the school program and the policies to the community when the occasion arises?

___ ___ 39. Am I professionally ethical in all relationships?

___ ___ 40. Do I encourage good professional ethics in others?

___ ___ 41. Do I keep the community informed concerning the school program?

COMMENTS: *(space)*

Management of Facilities

To what extent:

____	____	42.	Is my office neat and attractive?
____	____	43.	Does my office have a congenial and friendly atmosphere?
____	____	44.	Are my directives clear and well understood?
____	____	45.	Am I safety conscious about my facilities?
____	____	46.	Do I plan with the custodial staff for the efficient operation of the school plant?
____	____	47.	Do I effectively maintain my plant with the resources I have available?
____	____	48.	Do my buildings and grounds reflect a positive image?
____	____	49.	Do the maintenance and utility costs of my building compare favorably with like schools in the District?
____	____	50.	Do I encourage students to show school pride in their buildings and campus?
____	____	51.	Do I lead my school or office in economical use of materials and supplies?

COMMENTS: *(space)*

Instructional Supervision

To what extent:

____	____	52.	Do I assist teachers in establishing meaningful goals, objectives, and concepts?
____	____	53.	Do I assist teachers in developing effective lesson preparations and do I regularly review their written lesson plans?
____	____	54.	Do I assist teachers in evaluating their methods and materials?
____	____	55.	Do I regularly visit classrooms?
____	____	56.	Do I plan with consultants and/or counselors for more effective teaching?
____	____	57.	Do I assist and encourage teachers to adjust their educational program to individual pupil needs and abilities?
____	____	58.	Do I assist teachers in using community resources in their instructional program?
____	____	59.	Do I assist teachers in providing a classroom atmosphere conducive to good learning situations?

___ ___ 60. Do I assist teachers in developing satisfactory growth in basic skills for all pupils?

___ ___ 61. Do I assist teachers in developing good skills and study habits for their pupils?

___ ___ 62. Do I assist teachers in helping children to analyze and evaluate themselves and their growth?

COMMENTS: *(space)*

Administrator and Student Relationships

To what extent:

___ ___ 63. Do I encourage student leadership in activities such as class government and student council?

___ ___ 64. Do I aid students in developing responsibility for their conduct?

___ ___ 65. Do I try to have the students assume responsibility for the behavior of their peers and the neatness of their school?

___ ___ 66. Do I encourage pupils to respect the rights, properties, and opinions of others?

___ ___ 67. Do I understand and respect students as individuals?

___ ___ 68. Do I encourage in students an appreciation for their civic rights and responsibilities of our democratic institutions?

___ ___ 69. Do I encourage the development of student behavior based on a sense of moral and spiritual values?

COMMENTS: *(space)*

Physical Traits

To what extent:

___ ___ 70. Is my personal appearance neat and appropriate?

___ ___ 71. Do I speak clearly in a well-modulated voice?

___ ___ 72. Do I use correct English?

___ ___ 73. Do I attempt to correct personal habits and mannerisms which detract from effective leadership?

COMMENTS: *(space)*

Emotional Traits

To what extent:

____ ____ 74. Am I able to meet frustration without becoming hostile toward teachers, pupils, administrators, clerical personnel, and others?

____ ____ 75. Do I show genuine respect, concern and warmth for others, and a sympathetic understanding of individual problems of both child and adult?

____ ____ 76. Am I open-minded, happy, and tolerant in my outlook on life?

____ ____ 77. Am I able to work effectively with others?

____ ____ 78. Am I patient?

COMMENTS: *(space)*

Staff Relationships

To what extent:

____ ____ 79. Do I treat my staff with respect due other professionals?

____ ____ 80. Does my staff feel free to approach me on any matters of concern?

____ ____ 81. Do I praise in general and in particular those departments and staff members whose performance has been outstanding?

____ ____ 82. Do I admonish <u>privately</u> those staff members whose performance is not acceptable?

____ ____ 83. Do I use discretion and consideration in speaking of my school/District and colleagues?

____ ____ 84. Do I try to protect teachers from burdensome non-professional tasks?

____ ____ 85. Do I assume leadership in solving school/District problems when the opportunity presents itself?

COMMENTS: *(space)*

SUMMARY: *(space)*

How can the District provide you with a higher degree of support and leadership in your role?

(space)

_____ _____

Date Signature

_____ _____

Date Signature of Immediate Supervisor

EVALUATION FORM G
(Evaluation Procedure #9)

In the evaluation procedures in Arlington County, Virginia, which uses Evaluation Form G and is characterized as Type #9 in Table C, the burden of assessment of performance and development of plans for improvement are placed primarily on the evaluatee. The evaluatee's immediate superior is more of a counselor and a reactor than an evaluator.

Each year principals, assistant principals, and supervisors must take a hard look at their schools and their job performance and realistically assess what they have accomplished, what needs to be accomplished, and what can be done, both by themselves and the central office staff, to bring about needed improvements. The evaluatee's immediate supervisor, in effect, evaluates the evaluatee's assessment of himself, both on the evaluation form and in a post-evaluation conference. The evaluation form is automatically reviewed by the appropriate assistant (or associate) superintendent, but both the evaluator and evaluatee can ask for review by another individual if agreement is not reached between them.

FORM G

Arlington County
Public Schools

ADMINISTRATOR EVALUATION

NAME	ASSIGNMENT	SCHOOL YEAR

1. What are the highlights of your job performance during the past year? (Special studies, projects, experiments, individual contributions, distinctions, and innovations.)

2. What factors have inhibited the attainment of your objectives? Why?

3. In what way could the administrative and supervisory services available to you from the Superintendent's Central Office Staff be improved?

4. With the full realization that an institution may rise or decline for reasons quite beyond the control of its responsible head, how would you rate the trends of the following factors in your school or area of responsibility? Indicate on the scale below which best describes your situation.

	IMPROVING	ON A PLATEAU	DECLINING
1. Personnel:			
2. Program:			
3. Pupils: (For Principals only)			
4. Plant:			
5. School or function as a whole			

5. If any of the above are "declining", please indicate:

   a. Why you believe that they are.

   b. What you are doing about it.

   c. How the central administrative and supervisory services can help you work at this problem.

6. Have you published any articles in professional or other magazines during the past year? If so, please list the title of the article and the name of the magazine in which it appeared.

7. Have you addressed any professional meetings during the past year? If so, please list the topic and the group in which you spoke.

8. List conferences attended, courses taken, studies made, etc. as part of the program for your own professional growth.

9. List below those duties and responsibilities to which you feel you should give more concerted attention during the coming year.

(Optional)
☐ I would like to have a conference with _____ concerning this evaluation.

SIGNATURE	DATE

10. REVIEW

a. Immediate Supervisor

Note any comments concerning the nine sections above. (Use additional page if necessary.)

Recommendation of reviewer

☐ I am in agreement with this evaluation except as noted above and recommend that it become part of this employee's personnel file.

☐ I recommend that this evaluation be reviewed by | NAME OF ADDITIONAL REVIEWER |

IMMEDIATE SUPERVISOR	DATE

b. Appropriate Superintendent

Note any comments concerning the nine sections above, (Use additional page if necessary.)

Recommendation of reviewer

☐ I am in agreement with this evaluation except as noted above and recommend that it become part of this employee's personnel file.

☐ I recommend that this evaluation be reviewed by | NAME OF ADDITIONAL REVIEWER |

APPROPRIATE SUPERINTENDENT	DATE

EVALUATION FORMS H AND I
(Evaluation Procedures #10 and #11)

Procedures designated as #10 in Table C reflect the attitude that the evaluatee's immediate superior is primarily a counselor and coach rather than a judge. The cooperative and growth aspects of the evaluation process are stressed through mutual goal setting; that is, the evaluator assists the employee in seeing his strengths and weaknesses and determining what specific improvements are needed in the performance of his job. He assists the employee to achieve his goals or targets, and helps him assess his degree of achievement before the completed evaluation form must be submitted. This necessitates a number of face-to-face conferences between the evaluator and evaluatee. It also provides specific and attainable goals for improved performance. Thus, the evaluatee determines specific means of improving in such areas as "leadership," or in one of his major responsibilities; more precise measures of improved performance are also available.

From the above description, it is possible to see that in the process and forms for such an evaluation procedure there is room for great variation. Procedures #11 and #12 are variations of a substantive nature; the forms for Procedure #11 are similar to those used in Procedure #10, with the exception that the evaluatee's self-appraisal of goal attainment appears on the same form with the evaluator's rating. Procedure #12 differs in that the evaluatee is aided in his goal formulation and the evaluator in his goal assessment by input from other individuals. The latter procedure is explained more fully on pages 46 and 47.

Forms H and I (Clark County, Nevada, and Santa Ana, California) represent the most simplified approach to the job target rating. The forms provide space for a listing of goals, the evaluator's

assessment of goal achievement, further improvement needed, rating according to a set of prescribed performance standards, and a summary evaluation. Both of the evaluation procedures which utilize these forms include face-to-face conferences between the evaluator and evaluatee during the evaluation period, as well as a post-evaluation conference to discuss the assessment and to set goals for the next evaluation period. In both procedures the employee signs and receives a copy of the completed form, and if he does not agree with the assessment, he may append a dissenting statement to the form or request a conference with the evaluator's superior.

Two aspects of the evaluation program in Santa Ana, California which uses Form I, are slightly different from those in Clark County, Nevada, which uses Form H. In Santa Ana the objectives are divided into three categories--procedural objectives at the school or department level designed to achieve the district's program objectives; school or department objectives; and directed and mutually derived objectives for the individual. This is an example of the three types of objectives which Levinson (see bibliography reference #22) believes must be included in a management by objectives evaluation program. Also, the performance factors listed correspond to most of the factors weighted for each job in determining the salary for that job. Thus, rating for each factor is considered in the light of the weight given that factor in the job description/salary classification for a particular job (the performance expectation or requirement). For instance, if in the evaluatee's job analysis "creativity" is given a low factor rating, the evaluatee should not be penalized for showing little creativity in the performance of his job.

FORM H

PERFORMANCE EVALUATION REPORT
Central Office Administrators
Clark County School District

USE INK OR TYPEWRITER FOR FINAL MARKINGS

CC-41
11 69

EMPLOYEE NAME | DUE DATE

TITLE | DATE OF CONFERENCE

SECTION A	a NOT SATISFACTORY	b REQUIRES IMPROVEMENT	c EFFECTIVE MEETS STDS	d EXCEEDS STANDARDS	e DOES NOT APPLY
FACTOR CHECK LIST — Immediate Supervisor Must Check Each Factor in the Appropriate Column.					
1. Public Contacts					
2. Employee Contacts					
3. Planning & Organizing					
4. Meeting Deadlines					
5. Accepts Responsibility					
6. Scheduling & Coordinating					
7. Evaluating Subordinates					
8. Judgments & Decisions					
9. Leadership					
10. Operational Economy					
11. Supervisory Control					
12. Additional Factors					

SECTION B — Record job STRENGTHS & superior performance.

SECTION C — Record PROGRESS ACHIEVED in attaining previously set goals for improved work performance, for personal or job qualifications.

SECTION D — Record specific GOALS or IMPROVEMENT PROGRAMS to be undertaken during next evaluation period.

SECTION E — Record specific work performance deficiencies or job behavior requiring improvement or correction. (Explain checks in Col. a

SUMMARY EVALUATION - Check Overall Performance

☐ Exceeds Standards ☐ Effective Meets Standards ☐ Requires Improvement ☐ Not Satisfactory

Comment _____

ACTION RECOMMENDED:

☐ Advance on Salary Schedule ☐ Remain on Same Step on Salary Schedule ☐ Non-Renewal of Contract ☐ Other _____

*Inadequate ratings should be explained on reverse side.

_____ Supervisor's Signature | _____ Title | _____ Date

Employee: I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement.

_____ Employee's Signature | _____ Title | _____ Date

INSTRUCTIONS
FOR USE OF THE PERFORMANCE EVALUATION REPORT FORM

GENERAL: 1. After marking very lightly with pencil each factor in Section A, the rater may review the report with his own principal or department head, if any. Markings and comments shall then be typed or inked in. Either the rater or reviewer (or both) shall then review the rating with the employee in a private interview. All signatures shall be in ink. Changes and corrections shall be initialed by the employee.

2. If space for comments is inadequate, similarly dated and signed attachments may be made (either typewritten or in ink).

3. Due dates shall be observed, and are particularly important for probationary reports. Filing dates for these are flexible, and the reports may be filed at any time between their receipt and the printed due date.

4. All probationers (either new-hire or promotional) shall be evaluated not later than the end of their sixth full month of probationary service unless the probationary period is extended by the supervisor.

Probationers may be separated (or demoted, if permanent in a lesser class) at any time such action is deemed necessary by the principal or department head, through use of either a scheduled or an unscheduled performance evaluation report.

5. All permanent employees shall be evaluated annually as of the printed due date. Permanent employees may also be separated or demoted in the same manner as probationary employees provided that all pertinent rules and district procedures are observed.

6. Unscheduled reports may be filed at any time for either permanent or probationary employees.

7. The "Guide to Performance Evaluation of Classified Employees" should be consulted for suggestions, definitions, interpretations and further instructions.

8. All performance evaluation reports in an employee's personnel department file are subject to review by principals or department heads whenever the employee is to be transferred or promoted.

SECTION A: Check (✓) one column for each factor. Column (e) may be checked when a factor is not considered applicable to a particular job. Additional spaces have been provided to write in any additional factors. Each check mark in Column (a) requires specific explanation in Section E.

SECTION B: May be used to describe outstanding qualities or performances, particularly when check marks in Column (d) do not seem adequately descriptive.

SECTION C: Use to record progress or improvements in performance resulting from employee's efforts to reach previously set goals.

SECTION D: Record agreed-upon or prescribed performance goals for the next evaluation period.

SECTION E: Give specific reasons for check marks in Column (a). Explanations of check marks in Column (b) are optional. Record here any other specific reasons for required improvement.

SUMMARY EVALUATION: Check the overall performance here, taking into account all factors and total performance over the full period of service being evaluated.

Not Satisfactory: Performance clearly inadequate in one or more critical factors as explained or documented in Section E. Employee has demonstrated inability or unwillingness to improve or to meet standards. Performance not acceptable for position held.

Requires Improvement: Total performance periodically or regularly falls short of normal standards. Specific deficiencies should be noted in Section E. This evaluation indicates the supervisor's belief that the employee can and will make the necessary improvements.

Effective--Meets Standards: Consistently competent performance meeting or exceeding standards in all critical factors for the position. If margin is narrow and standards barely met, explain in Section E. Most employees would be rated in this category.

Exceeds Standards: Total performance is well above normal standards for the position. This evaluation should be reflected by marks for critical factors in Section A, and superior or excellent performance should be noted in Section B. Only a few employees would normally qualify for this rating.

SIGNATURES: Both the rater and the employee shall date and sign the report. The employee's signature indicates that the conference has been held and that he has had an opportunity to read the report. If he refused to sign for any reason, explain that his signature does not necessarily imply or indicate agreement with the report, and that space is provided for him to state any disagreement. Further refusal to sign shall be recorded on the report, after which it shall be forwarded.

APPEAL: Evaluation reports express the judgment and opinions of supervisory authority, and as such are not subject to appeal unless there has been a resultant action taken to suspend, demote, or dismiss an employee.

Evaluation

YEAR	1	2	3	4

Type

Annual ☐
Semi-Annual ☐
Quarterly ☐
Other _____

Santa Ana Unified School District

Charles F. Kenney, Ed.D., Superintendent

PERFORMANCE APPRAISAL

Name _____ Appraisal Period: From _____ To _____

School or Department _____

Position Title _____

The major purposes of performance appraisal are described in the appropriate Administrative Regulations. In summary these are as follows: *Performance improvement, selection and placement,* and compensation.

The form is designed to assist the appraiser both in formulating and in recording an accurate appraisal of the individual's performance. Performance appraisal is a measure of the results of an individual's efforts toward his job requirements and objectives. Therefore, the form provides for:

—Describing job requirements and objectives for the period covered.
—Identifying the performance factors pertinent to these requirements and objectives, appraising performance on each factor and, where appropriate, appraising performance on each job objective.
—Appraising the individual's overall performance.
—Identifying the areas in which the individual is most effective, the areas in which performance improvement would contribute most to increased effectiveness, and specific actions for improvement.
—Assessing the individual's capacity and readiness to assume greater responsibility.

Each section of the form has its own instructions, but the following general points should also be kept in mind:

—Consider observation made during the entire appraisal period, rather than only the more recent or unusual events.
—Be specific on all items requiring written responses; avoid vague and general comments.
—Consider the three purposes of performance appraisal identified in the preceding paragraph. The appraisal information will be useful to all three purposes only if it is not biased toward any one of them.

List objectives established for the appraisal period. (Note: If additional space is required, use plain bond paper and staple to this page.)

1.0 Procedural objectives at school/department level designed to achieve district's program objectives:

2.0 School/Department program objectives:

3.0 Directed and mutually derived objectives:

Prepared by _____ Date _____ Reviewed by _____ Date _____

I have read this appraisal of my performance and discussed it with my supervisor. _____ Date _____
Signature

(NOT TO BE DISCLOSED TO UNAUTHORIZED PERSONS)

FORM I

FORM I

PERFORMANCE FACTOR APPRAISALS

Consider each factor separately by reading the factor definition carefully, and by interpreting the performance degree definitions only in the context of that factor. Appraisal on each factor should be made independently of other factors.

Indicate *your* appraisal on each factor by placing a check in the appropriate box. Note that there are two boxes under most of the performance degree definitions; this is to subdivide the zones of performance represented by each of these degrees.

EXCEEDS EXPECTATIONS: Results show achievements which contribute to organizational goals beyond the primary work objectives, and which exceed what is reasonably expected of a well-trained individual in this classification.

MEETS EXPECTATIONS: Results show attainment of primary work objectives in the manner reasonably expected of a well-trained individual in this classification.

NEEDS SOME IMPROVEMENT: Results are generally below satisfactory achievements. Attainment of the primary work objectives has not been reached; performance improvement is indicated.

DOES NOT MEET MINIMUM REQUIREMENTS: Results show deficiencies which seriously interfere with the attainment of primary objectives of the work.

PERFORMANCE DEGREES	1	2	3	4	5	6	7	8
1. *DECISION MAKING*: Demonstrates knowledge and skill requirements of the decision-making process in terms of degree of independent action and effect on others.								
2. *POLICIES, PRACTICES, AND PROCEDURES*: Demonstrates command of knowledge and skills and of responsibility in administering, recommending and establishing policies, practices, and procedures.								
3. *SUPERVISION*: Applies knowledge and skills of supervision to programs and personnel.								
4. *PHYSICAL AND FINANCIAL RESOURCES*: Demonstrates the degree of influence on costs and effective utilization and control of physical and financial resources.								
5. *PLANNING*: Demonstrates responsibility in designing, implementating, and evaluating major programs and/or procedures in meeting formulated and projected objectives of department and district.								
6. *INTER-PERSONAL RELATIONS*: Demonstrates responsibility for meeting with and influencing persons within the district and community.								
7. *CREATIVITY*: Demonstrates degree of imagination and/or creative ability required in the identification of problems and the generation of solutions to administrative and/or academic problems.								
OVERALL PERFORMANCE during appraisal period: Place a check in the box that best reflects your appraisal of the individual's overall performance. This should be your judgement of overall performance, and not necessarily an average of the appraisals on individual performance factors.								

(NOTE: If additional space is required for comments in Parts A through F, use plain bond paper and staple to this page.)

A. Make any comments needed to add to the meaning of the overall appraisal. If "EXCEEDS EXPECTATIONS" or "DOES NOT MEET MINIMUM REQUIREMENTS", specific supporting comments are required.

B. Describe those aspects of the individual's work performance which contribute most to his effectiveness.

C. Identify specific actions which should be taken to improve performance.

D. OBJECTIVE APPRAISALS: Refer by number to the work objectives on the front page. Record separate work appraisals here using the performance degree definitions given on page 2 (e.g., "Exceeds Expectations in 2.2."		

E. Indicate your opinion of the individual's capacity to accomplish assignments with increased responsibilties.

Instructional Activities		Management Activities
	Ready now	
_____	Ready with additional development	_____
_____	Capacity has not been demonstrated	_____
_____	Insufficient opportunity to observe	_____

Comments:

F. Comment on any other pertinent aspects (e.g., consider the appropriateness of his current assignment, and any changes that would benefit the district and the individual).

FORM 1

Use Explanation For Performance Appraisal Form

Refer to Page 1 of Performance Appraisal Form

A full formal completion of this form should be initiated at least once a year, including a subsequent discussion with the employee.

Objectives

On Page 1 of the form objectives are specified. These are to be relevant and achievable. Any significant changes during the appraisal period must be communicated to the department head. The information recorded here is essentially the "what" of the requirements established for the individual. The rest of the appraisal form reflects the appraiser's assessment of "how well" the individual performed in response to these requirements. This section of the form represents the "requirement baseline" of the entire Performance Appraisal.

Refer to Pages 2 and 3 of Form

These inner pages reflect your appraisal of the individual's performance, first by "performance factors" and secondly (Part E) by the job objectives recorded on the first page. The factors define elements of observable results or performance rather than personality traits.

Pages 2 and 3 also call for the PERFORMANCE DEGREE and OBJECTIVE APPRAISALS. Properly understanding and using these degree definitions is critical to performing a good appraisal. The "meets expectations" degree is the most critical of the degree definitions. "Results show attainment of principal objectives in the manner reasonably expected of a well-trained individual in this classification." Note that this is not the same as "average" performance (in fact, the notions of average-below average-and above average do not apply anywhere in this new Performance Appraisal philosophy). Use of "meets expectations" involves two basic thoughts:

—The individual's performance results represent attainment of the primary work objectives identifed earlier, and

—a well-trained individual in this type of classification.

Since "meets expectations" represents a "zone within a total range of performance," the two boxes provided under that definition will permit the appraiser to reflect whether the individual's performance is in the lower half or upper half of this zone. Performance generally cannot be appraised beyond this measure of precision.

The definition of "needs some improvement" covers the zone of performance characterized by generally satisfactory achievements but not attainment of the objectives. objectives.

"Does not meet minimum requirements" identifies that zone of performance in which performance deficiencies seriously interfere with the attainment of objectives. This zone does not have two boxes because there is no practical purpose in recording the degree of failure to meet minimum requirements.

The "exceeds expectations" degree defines that zone of performance which reflects attainment beyond the objectives — namely, additional contribution to organizational goals in excess of what is reasonably expected of a well-trained individual in this classification. Again two boxes are provided within this zone.

These performance degree definitions reflect actual observed performance levels.

Therefore, in a reasonably large group the relationship between objectives and actual performance will probably be such that the full range of degree definitions will be applicable.

Regarding the "Overall Performance" at the bottom of page 2, note particularly:

—This is your judgment of overall performance, and not necessarily an average of the individual performance factor appraisals. The purpose here is to develop an overall view of performance rather than some arbitrary arithmetical average of the performance factor appraisals.

Refer to Page 3

Part A is self-explanatory.

Up until this point, the appraiser's focus has been entirely upon the specific requirements of the individual's present assignment and his performance to those requirements. The next section of the form (Parts B and C) are aimed at a slightly different way of looking at the individual — your assessment of his strength, specific areas in which improvement is needed, and your specific identification of improvement action plans.

Two other items complete the appraisal form. In responding to the items in Part E on page 3, check both the "Instructional Activities" column and the "Management Activities" column if appropriate.

Refer to the front page and look at the signature spaces. The sequence here is as follows:

1. The appraiser first discusses his proposed appraisal with his immediate superior (who is the "reviewer"). The reviewer has three extremely important functions to fulfill:
   a. Adding to the accuracy and completeness of the appraisal based upon his own observations or other input regarding the individual.
   b. Improving the appraiser's proficiency as an appraiser.
   c. Developing consistency between appraisers in interpreting the degree definitions.
2. After such a review (reflected in the reviewer's signature), the appraiser then holds a private discussion with the individual. This discussion will cover:

—A review of goals and objectives and requirements for the period covered.

—The appraiser's assessment of the individual's performance related to these objectives and requirements.

—The aspects of performance in which the individual has been most effective, and aspects of performance in which the need for improvement is indicated.

—The development of specific plans for performance improvement.

—The development of work objectives and requirements for the future. Such objectives and requirements may be recorded on the supplemental sheet used for performance improvement planning.

During the discussion the appraiser will show the individual the completed appraisal form. This is a most important point as the District policy is clear: the individual is to be shown the entire completed form and is to be gven a copy.

The individual signs the form, thereby indicating that he has indeed seen it and that the appraiser has discussed its contents with him. His signature does not mean that he concurs with the judgments shown on the form — only that he has been shown what they are.

Performance Appraisal Form routing:

White Copy — Department Head
Pink Copy — Personnel
Yellow Copy — Individual

EVALUATION FORMS J AND K
(Evaluation Procedure #12)

The evaluation procedure identified as #12 in Table C (pages 4 and 5) resembles Evaluation Procedure #10 in all respects except one--the opinions of more than one evaluator are considered in arriving at the final evaluation of an administrator. In each of the two systems reporting evaluation procedures of this type, the forms used do not differ markedly from others reproduced in this Circular. It is the evaluation procedures which are notable. Each will be described in the sections which follow.

Form J (p. 48-51)

Rather than devote space to an explanation of the procedures used in Lincoln, Nebraska, it was decided to reproduce the instructions for the process. The forms used are not reproduced because the instructions include the areas in which the evaluation is conducted. Space is provided on both the self-evaluation form and the final evaluation form for recording job targets in each major area and for assessing degree of accomplishment of each job target, as well as for overall ratings in each performance area. It should be noted that the evaluatee helps to select the members of the appraisal committee, which may include a peer in the case of evaluations of principals, directors, supervisors, and consultants. The evaluatee and the appraisal committee determine exactly what elements will be included in the appraisal process; possibilities include observation, visitation, joint conferences, interviewing, testing, and self-appraisal.

Form K (p. 52-55)

During the 1967-68 school year, the Superintendent of the Mount Diablo Unified School District, California, appointed a Coordinating Committee for Evaluation of Certificated Personnel, which established guidelines for the development of personnel evaluation procedures and instrument, as follows:

1. Self-evaluation and role evaluation should be accomplished by the evaluated.
2. Parents, teachers, students, and other individuals should, if possible, cooperate with the responsible administrator in the evaluation process (broadening the base of evaluation through a team approach).
3. Evaluation should be a positive process, program and performance oriented (not personality centered).
4. Evaluation should be a continuing process.

The Coordinating Committee appointed 23 subcommittees, representing all categories of certificated personnel to be evaluated. Each subcommittee then developed its own evaluation procedure and form according to the above guidelines, subject to the approval of the Coordinating Committee and the Superintendent. While the procedures will be used only on a pilot basis until the 1972-73 school year, some staff members chose to be evaluated according to the new procedures as early as the 1968-69 school year.

Although the various evaluation forms and procedures differ in format, frequency of evaluation, evaluator(s), the number of conferences held, etc., certain elements in addition to those stipulated by the Coordinating Committee are common to all procedures. In each case, a post-evaluation conference is held, the evaluatee signs and receives a copy of the completed form, the evaluation is automatically reviewed by higher authority, and if the evaluatee does not concur with the rating he receives, he may file a dissenting statement with the evaluation form or may request a conference with the evaluator's superior.

The intermediate principals' evaluation form has been selected by ERS as an example of the type of form used, primarily because it includes sample evaluation forms to be filled out by parents, teachers, and students. It is, however, more open-ended in the principal's self-evaluation and the evaluation by the immediate superior than are most of the other forms used in the system.

A follow-up evaluation of the procedures by each administrator and supervisor who had used them for one year, revealed that, overall, the respondents agreed that the setting of behavioral objectives is a more valid evaluation of performance than rating according to prescribed performance standards and that the self-evaluation feature of the program should be continued. They were less enthusiastic, however, about the participation of other than superiors--only 24 percent strongly agreed that such involvement was essential to valid evaluation of performance, and almost 60 percent agreed with reservations.

ADMINISTRATOR APPRAISAL PLAN

Lincoln, Nebraska

PHILOSOPHY. What is the philosophy of appraisal in our school system?

We believe that it is a cooperative process wherein the individual being appraised and the one responsible for making the assessment feel a joint responsibility to focus upon performance areas needing improvement, to work together to achieve the best results and to appraise the results.

We believe performance improvement is not accidental. It results best when a deliberate effort is made to achieve it.

We believe appraisal is a means--not an end in itself. It should motivate both self-improvement and help from administrators and supervisors so that both quantitative and qualitative performance effectiveness may occur.

We believe that appraisal should be more than mere inspection and rating. It should more properly involve work planning and review.

We believe that there should be performance guidelines or standards which staff members may use in self-evaluation and which evaluators may employ as they counsel and assist those whom they were appraising.

We believe that the individual being appraised should have an appraisal conference, should see and be given a copy of all appraisal records and should feel free and unthreatened to dissent from the appraiser's judgments.

OBJECTIVES. What specific objectives does the appraisal process hope to achieve?

It strives to accomplish the following objectives:

1. Clarify the performance expectations of the individual, i.e., make duties and responsibilities more clear.
2. Establish both short and long term work goals.
3. Bring about a closer working relationship between the appraisee and appraiser.
4. Make appraisal relevant to on-going job performance.
5. Establish "ground rules" or plans for both the appraisee and appraiser to follow up on "target" achievement.
6. Keep good records of class visitations, follow-up conferences and other appraisee-appraiser contacts.
7. Cooperatively assess results of job performance both by means of self-appraisal and appraisee-appraiser reports.
8. Conduct a good appraisal conference.
9. Establish appropriate ways for follow-up of actions needed for further improvement.
10. Keep appraisal a dynamic process; assess its effectiveness periodically; revise it as necessary.

APPRAISAL (Administrative)

1. Assistant Superintendent for Personnel will send eligibility list to appraisee.
2. Get appraisee's recommendations for chairman of committee (1-2-3 priority).
3. Appraisee and chairman make final selection of one or two other committee members.
4. Chairman calls committee meetings to establish appraisal outline and to make preparations to establish "Job Targets"; appraisee suggests possible job targets (1-2-3).
5. "Job Targets" will be agreed to by entire committee.
6. Each committee member will identify their role and responsibilities in the appraisal process.
7. The specific appraisal procedures will be determined i.e., observation, visitation, joint conferences, interviewing, testing, self appraisal.
8. If self appraisal is approved, what types? Personal (self-improvement check list); building or department (use of diagnostic tests or evaluation to determine attitude, achievement, interest, etc.)?
9. Self appraisal information fed to committee.
10. Quarterly conferences with the chairman and/or total committee to review progress in achieving "Job Targets."
11. Information is supplied the chairman to assist in developing the appraisal report.
12. Appraisal report is prepared and a conference called according to agreed to procedures mentioned in number 7.
13. Conference on appraisal report to be attended by the appraisee, the chairman, and any other members of the committee that are requested to attend.
14. Conference to include 2-way dialogue and an open exchange of ideas--appraisal report document will be signed by the chairman and appraisee.
15. Appraisal report will be distributed to: 1. Personnel Office, 2. Appraisee
16. Follow-up activities will be discussed with the goal of continuous self-appraisal stressed in the following year.

PROCEDURE FOR SELECTION OF APPRAISAL COMMITTEE

Appraisee and the chairman of the appraisal committee will cooperatively select the remaining members of the committee. Chairman of the committees are underlined below. Appraisal committee may have 2-4 members.

** Appraisal committee chairman from the cabinet for Principals and Directors will be selected from a priority listing submitted to the Personnel Office by the appraisee.

APPRAISEE	POSSIBLE APPRAISAL COMMITTEE
Principal**	Cabinet person, Director, Supervisor, Consultant, Administrative Assistant, Fellow Principal
Assistant Principal	Principal, Director or Supervisor, Consultant
Director**	Cabinet, Principal, Administrative Assistant, Consultant, Fellow Director
Supervisor	Supervising Administrator, Consultant, Fellow Supervisor, Principal, Administrative Assistant

Consultant	Supervising Administrator, Supervisor, Fellow Consultant, Principal, Administrative Assistant
Administrative Assistant	Supervising Administrator, Consultant, Director, Principal, Supervisor

RATE OF APPRAISAL

A. Beginning administrators once each year for two years.

B. Experienced administrators in the school district every two years.

ADMINISTRATOR PERFORMANCE AREAS

1. SCHOLARSHIP

a. Preparation:
Communication Skills (ability to use appropriate written and oral communicaion skills).
Specific Knowledge (accuracy, quantity and organization of subject matter; familiarity with sources of material, course of study and visual aids resources).
General Scholarship (breadth of information and experience and an understanding of their use).
Professional Knowledge (knowledge of current educational theories and practices; knowledge and use of educational psychology).

b. Evidence of Professional Growth:
Use of Data (increased use of scientific and objective approach to educational problems; increased seeking for better and more intelligent ways of working with and for young people, using principles of child study, educational psychology and on-the-job research).
Effort Toward Improvement (inservice study; college courses; professional reading; travel; cultural activities).

2. PERSONAL RELATIONS

a. Working relations with teachers
b. Working relations with other staff members (consultants, principals, directors, central staff, etc.)
c. Relationship with public (knowledge of publics; communication with publics, etc.)
d. Relationship with students

3. PERSONAL AND PROFESSIONAL MANAGEMENT

a. School or office management
b. Personal organization
Ability and willingness to plan
Ability to get things accomplished
Ability to interpret the educational program to parents
Proficiency in performance of clerical routines such as attendance, records, pupil records and inventories
Observance of school routines (legal school hours; regularity in attendance; responsibility for children at all times; punctuality at all meetings)
Ability to accept responsibility for the general welfare of the school
Ability to make decisions

4. PROFESSIONAL RESPONSIBILITY

a. Participation in professional organizations
b. Respect for and discretion in the use of professional information
c. Loyalty to co-workers, principal and other school personnel
d. Exchange of helpful ideas, methods, materials and abilities with co-workers
e. Exhibition of pride in the teaching profession
f. Recognition and appreciation of the contributions of co-workers
g. Recognition and appreciation of the cultures and religions of others
h. Respect for group decisions
i. Observance of school policies and administrative procedures

5. PERSONAL CHARACTERISTICS

a. Appearance (cleanliness; neatness; appropriateness of dress; posture)
b. Voice (rate of speech; distinctness of enunciation; modulation)
c. Power (adaptability; health and vigor; emotional stability and self-control; initiative; positive leadership; confidence; personal magnetism; tact)
d. Character (kindness; cheerfulness and optimism; sense of humor; sense of fair play; integrity; morality; loyalty)
e. Cooperation (open-mindedness; sympathy and cordiality in contacts with pupils and fellow workers; ease and graciousness in contacts with parents; respect for the established mores of the school and community)

PILOT PROCESS AND INSTRUMENTS FOR EVALUATION OF INTERMEDIATE SCHOOL PRINCIPALS

Mt. Diablo Unified School District, California

The Process:

A formal evaluation conference shall take place every three years between the intermediate school principal and the Assistant Superintendent, Educational Services. An annual, informal evaluation conference may be held at the request of either the principal or the Assistant Superintendent, Educational Services. It is proposed that the formal evaluation conference include the following:

1. The principal will present a written statement regarding the program in his school for meeting the objectives described in the "Statement of Philosophy" for intermediate schools in the Mt. Diablo Unified School District. This statment should identify major problem areas and achievements in the school. The principal will describe his role in the program from a self-evaluation emphasis.

2. The Assistant Superintendent, Educational Services, will share his reactions to the school's program and the effectiveness of the principal's leadership role. Information for this evaluation should involve students, faculty, and community in the following manner:

   a. Students--indirect observation of behavior and attitudes. (Part of visits to school and/or written questionnaire.)

   b. Faculty--anonymous written questionnaire describing how they see the effectiveness of the school program and the principal's leadership role.

   c. Community--written response of randomly selected parents. Also visit by evaluator/s to parent meetings.

3. The principal and the Assistant Superintendent will mutually outline a plan of action related to the problem areas identified.

4. A written summary of the evaluation conference should be made by the Assistant Superintendent and distributed as follows:

   Copy #1 Personnel
   Copy #2 Assistant Superintendent of Instruction
   Copy #3 Director of Secondary Education
   Copy #4 Principal

SAMPLE PARENT SURVEY FORM
(EVALUATION)

_____ INTERMEDIATE SCHOOL
(name of school)

_____
(address)

_____
(date)

Dear Parents:

We hope that the educational program offered at

_____ is adequate and satisfying
(school)

for your child. In order to be more fully informed about your attitude, we would like your written reaction to the general areas below:

1. INSTRUCTIONAL PROGRAM: (Curriculum, Scheduling, Teaching, Etc.)

2. STUDENT RELATIONS: (Counseling and Guidance, Student Activities, Recreation Program, Etc.)

3. COMMUNITY RELATIONS: (Parent Organization, Articulation Programs, Parent Involvement, Etc.)

4. GENERAL ADMINISTRATION OF THE SCHOOL:

Please complete and return to Home Room Teacher

FORM K

INTERMEDIATE PRINCIPAL EVALUATION

TEACHER SURVEY

Principal _____ School _____

List or describe ways in which your principal has provided leadership in each of the following areas of the school. List or describe ways in which your principal might improve his leadership in the respective areas.

	Strengths	Ways to Improve
1. THE INSTRUCTIONAL PROGRAM:		
2. STAFF RELATIONS:		
3. COMMUNITY RELATIONS		
4. STUDENT RELATIONS:		
5. DISTRICT RELATIONS:		
6. PLANT MANAGEMENT:		
7. BUSINESS AFFAIRS:		
8. OTHER COMMENTS:		

_____ INTERMEDIATE SCHOOL
(school)

STUDENT SURVEY

_____
(date)

To Each Student:

We hope that _____ is a wonderful place for you to learn.
(school)
We know that you have some special ideas about our school and perhaps ways in which we can make it an even better place to learn.

1. Please list or describe below the things you like about _____
(school)

2. Please list or describe below ways in which we can make _____
(school)
a better place.

3. Please write below any other ideas you may have about _____
(school)

SELECTED BIBLIOGRAPHY

Books and Pamphlets

1. Brown, Richard E. A Review of Employee Evaluation Systems. Personnel Report No. 634. Chicago, Ill.: Public Personnel Association (1313 East 60th St., 60637), 1963. 25 p.

Reviews published materials on personnel appraisal and describes and evaluates techniques of performance evaluation. Includes extensive bibliography on employee evaluation.

2. California Elementary School Administrators' Association. C.E.S.A.A. Reviews Evaluation Procedures for the Elementary School Administrator. Monograph No. 11. Burlingame, Calif.: the Association, 1958. 80 p.

Reproduces forms and procedures used in a number of California school systems to evaluate elementary principals.

3. DeVaughn, J. Everette. A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Administrator Performance. State College, Miss.: Mississippi Educational Services Center, Mississippi State University. September 1971. 19 p.

Outlines purpose, scope, procedures, and assumptions in developing a program for evaluating administrative and supervisory personnel. Includes models for evaluation forms of two types: (1) performance standards oriented, and (2) job tasks oriented.

4. Educational Research Service, American Association of School Administrators and NEA Research Division. The Evaluatee Evaluates the Evaluator. ERS Circular No. 5, 1970. Washington, D.C.: the Service, August 1970. 52 p. $1.50.

Describes procedures and reproduces forms used in systems which have a method whereby central office personnel, principals, and teachers are evaluated by their subordinates.

5. Educational Research Service, American Association of School Administrators and NEA Research Division. Evaluating Administrative Performance. ERS Circular No. 7, 1968. Washington, D.C.: the Service, November 1968. 56 p. Out of print. (Available on a loan basis from ERS.)

Based on a survey of school system administrative evaluation procedures, summarizes in tabular and textual form characteristics of 62 programs for evaluating administrators. Includes brief description of each program and reproduces selected evaluation forms.

6. Educational Research Service, American Association of School Administrators and NEA Research Division. Evaluation of School Administrative and Supervisory Personnel. ERS Circular No. 5, 1964. Washington, D.C.: the Service, October 1964. 40 p. Out of print. (Available on a loan basis from ERS.)

Includes summaries of 50 programs of administrative evaluation and includes six sample evaluation forms.

7. Foundation for Research on Human Behavior. Performance Appraisals: Effects on Employees and Their Performance. Ann Arbor, Mich.: the Foundation (1141 E. Catherine St.), 1963. 64 p.

Synopsizes presentations and discussions in a seminar for businessmen and social scientists on performance appraisals. Includes articles on concerns about appraisals; research on self-evaluation; effects of goal setting and participation on performance; effects of appraisal interviews on attitudes and performance; and an experimental system for work planning and review at a General Electric plant. Includes bibliography.

8. Kellogg, Marion S. What to Do About Performance Appraisal. New York, N.Y.: American Management Association, 1965. 223 p. $7.50.

A practical guide for the individual responsible for appraising employees' performance. Includes ethics of conducting appraisals; the coaching appraisal (appraisal conference); how to help employees achieve improvement goals; progress reviews; salary, termination, and promotion appraisals; recording employee appraisals.

9. National Association of Secondary School Principals. The Principalship: Job Specifications and Considerations for the 70's. Washington, D.C.: the Association, 1970. 68 p. $2. "Evaluating the Principal," p. 11-18.

Advocates and describes the job-target approach to the evaluation of principals.

10. Odiorne, George S. Management By Objectives: A Systems of Managerial Leadership. New York: Pitman Publishing Corporation, 1965. 204 p.

The first handbook to describe in depth the formulation and use of management by objectives as a planning system and tool for management.

11. Otis, Jay L., and Leukart, Richard H. Job Evaluation: A Basis for Sound Wage Administration. Industrial Relations and Personnel Series. 2nd edition. New York: Prentice-Hall, 1954 532 p.

Reviews job evaluation systems related to salary administration, and describes with examples steps in developing and implementing each type of job evaluation system.

12. U. S. Civil Service Commission, Library. Performance Appraisal Practices and Problems. Personnel Bibliography Series, No. 22. Washington, D.C.: the Commission, January 1967. 73 p.

Lists and annotates reports, books, and periodical articles on performance evaluation which have been received in the Commission's library. References are divided into seven areas: program development and administration; selected evaluation methods; conducting the appraisal-counseling interview; federal government practice; appraisal of executives; selected research on performance appraisal; and developing and using performance standards.

13. Whisler, Thomas L., and Harper, Shirley F., editors. Performance Appraisal: Research and Practice. New York: Holt, Rinehart, and Winston, 1962. 593 p.

A collection of articles and excerpts on various aspects of performance evaluation.

Periodicals

14. Adams, Velma A. "In West Hartford It's the Kids That Count." School Management 15: 19-25; September 1971.

Page 21 of the article describes the West Hartford, Connecticut, plan of evaluating principals, through self-evaluation and management by objectives.

15. Boyd, James B. "How to Appraise School Superintendents." Nation's Schools 78: 34-38; July 1966.

Reproduces an 111-question evaluation form requiring a "Yes" or "No" answer to each item, to be used by board members to evaluate superintendents.

16. Culbreth, George. "Appraisals That Lead to Better Performance." Supervisory Management 16: 8-10; March 1971.

Points out faults in many performance appraisal programs and offers techniques for conducting appraisal interviews.

17. Davis, S. John. "A Final Exam for Principals." Bulletin of the National Association of Secondary School Principals 53: v-ix, xi, 141, 143; October 1969.

Suggests a self-evaluation by principals on 20 questions, with guidelines to evaluate their own answers.

18. Goldman, Harvey. "Evaluation of Administrative Behavior at the Building Level." Bulletin of the National Association of Secondary School Principals 54: 70-79; September 1970.

Describes and discusses the mutual goal setting technique for evaluating secondary principals, including the development of criteria to evaluate success in achieving each goal.

19. Heier, W. D. "Implementing an Appraisal-By-Results Program." Personnel 47: 24-32; November-December 1970.

Describes the appraisal-by-results process (management by objectives). Recommends training programs for middle and top management to implement the process. Advises that active management support at all levels is necessary for successful implementation. Proper development and implementation result in improved morale, more effective supervision, and improved efficiency of employees.

20. Howsam, Robert B., and Franco, John M. "New Emphasis in Evaluation of Administrators." National Elementary Principal 44: 36-40; April 1965.

Discusses purposes, importance, and results of the evaluation of administrators. Emphasizes subjective and behavioral aspects of evaluation.

21. Koch, Norman E., and Patterson, Wade N. "Evaluating the Principal." Educational Horizons 47: 149-56; Summer 1969.

Reviews research, opinion, and practice on assessment of principals' performance. Suggests guidelines in developing an evaluation program and areas in which principals should be evaluated.

22. Levinson, Harry. "Management by Whose Objectives?" Harvard Business Review 48: 125-34; July-August 1970.

Describes pitfalls in developing and utilizing performance objectives as a means of appraisal. Warns against over-quantification of performance assessment and losing sight of personal goals in favor of corporate goals. Advocates group goal-setting and appraisal of managers by subordinates. Includes bibliography of other articles on use of management by objectives in evaluating managers in business and industry.

23. McCarty, Donald J. "Evaluating Your Superintendent." School Management 15: 38-39; July 1971.

Discusses difficulties of evaluating a superintendent and reasons for not doing it, and suggests a plan for evaluating a superintendent, based on mutually-established goals for the coming year.

24. National Elementary Principal. "Checklist for the Principal." National Elementary Principal 33: 26; October 1953. (Continued in December 1953 issue, p. 5, 32).

Reproduces list of self-evaluation questions for the principal, developed from sample job descriptions for principals.

25. School Management. "How to Evaluate Your Superintendent." School Management 9: 42-45; August 1965.

Reproduces evaluation forms used in some California school districts to evaluate their superintendents.

26. Speicher, Dean. "Evaluating Administrative and Supervisory Personnel." Personnel News for School Systems, March 1971, p. 9-10. (Continued in April 1971 issue, p. 7-8, 10).

Describes Highland, Indiana, superintendency team assessment plan, "Educational Leadership by Objectives." Plan involves goal setting based on indicators of administrative effectiveness tailored to each individual's job description. Provides guidelines for developing appraisal plan and reproduces schedule of evaluation steps.

27. Strickler, Robert W. "The Evaluation of the Public School Principal." Bulletin of the National Association of Secondary School Principals 41: 55-58; February 1957.

Reports of results of questionnaire returned by 66 large school districts, regarding their practices in the evaluation of principals. Includes data on the extent of the practice, frequency of evaluation, who evaluates, bases of evaluation, and uses of evaluations.

28. Thompson, Paul H., and Dalton, Gene W. "Performance Appraisals: Managers Beware." Harvard Business Review 48: 149-57; January-February 1970.

Discusses operation of, pros and cons of, and results on morale of peer comparison ratings as a method of performance evaluation.

29. Turner, Loyd L. "Your Superintendent: When to Recharge Him--or Discharge Him." American School Board Journal 159: 16-19; July 1971.

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30. White, B. Frank, and Barnes, Louis B. "Power Networks in the Appraisal Process." Harvard Business Review 49: 101-109; May-June 1971.

Reviews one-way (superior evaluates subordinate) and two-way (superior and subordinate evaluate each other) appraisal processes. Advocates "power-network" concept of evaluation which holds that an individual has more than one boss, i.e., in addition to his immediate supervisor, other set policies and guidelines which directly affect his job performance.

Educational Research Service
May 1971

THE EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL

School system _____

City _____ State _____ Zip code _____

Name and title of respondent _____

1. Does your school system have a formal method for periodically evaluating the performance of administrative and supervisory personnel?

   YES ☐ NO ☐

   If NO, please so indicate and return one copy of this questionnaire to ERS.

   If YES, please complete the remainder of the questionnaire and attach the documents requested.

2. Must administrative and supervisory personnel serve a probationary period?

   NO ☐ YES ☐, for a _____-year period.

3. What personnel are evaluated and how frequently?

	DURING PROBATION, how often?	THEREAFTER, how often?
The Superintendent		
Assistant superintendents		
Principals		
Assistant principals		
Supervisors		
Others, including central office personnel (please list):		

QUESTIONNAIRE FORM

4. Which of the following practices are included in your evaluation procedures? CHECK ALL THAT APPLY

   ____ a. Use form which calls for rating in terms of a prescribed scale.
   ____ b. Use form which calls for specific performance objectives.
   ____ c. Use narrative form (providing space for evaluator's comments only).
   ____ d. Self-evaluation is REQUIRED.
   ____ e. Conference on the upcoming evaluation is held before the evaluation period begins.
   ____ f. Informal evaluator-evaluatee "conferences" are held during the evaluation process.
   ____ g. Conference is held after evaluation is completed.
   ____ h. Evaluation is automatically reviewed by someone other than the original evaluator.
   ____ i. The evaluatee receives a copy of the completed evaluation for his files.
   ____ j. The evaluatee is shown, but may not keep, a copy of the evaluation.
   ____ k. The evaluatee signs the evaluation form.
   ____ l. The evaluatee's signature does not signify that he concurs with the assessment.
   ____ m. If he is not satisfied with the assessment, the evaluatee may file a dissenting statement, which is appended to the evaluation form.
   ____ n. The evaluatee may request a conference with the evaluator's superior if he is not satisfied with the evaluation.

OVER →

QUESTIONNAIRE FORM

5. For what purposes do you evaluate administrative and supervisory personnel? *(In the list below, please check each purpose for which, in your experience, evaluations have actually been applied in your system--NOT the purposes for which evaluations ideally should be used.)*

____ a. To assess the evaluatee's present performance in accordance with prescribed standards.

____ b. To help the evaluatee establish relevant performance goals.

____ c. To identify areas in which improvement is needed.

____ d. To determine qualifications for permanent status.

____ e. To have records of performance to determine qualifications for promotion.

____ f. To establish evidence where dismissal from service is an issue.

____ g. Other, e.g., salary increments, compliance with board policy (please specify):

_____

_____

6. Do administrators in your state achieve tenure <u>as an administrator</u> (as opposed to tenure as a teacher)?

NO ☐ YES ☐, after a _____-year period.

If YES, is this: (CHECK ALL THAT APPLY)

____ as an administrator, generally (as opposed to a specific administrative position)?

____ as an administrator in a specific position (e.g., tenure as a principal, or as a superintendent)?

____ applicable only up to certain levels of administration, that is only up to and including the level of _____

____ Other (please explain)_____

_____

7. Are administrators covered by a formal, written grievance procedure?

____ a. Administrators are covered by their own grievance procedure in our school system.

____ b. Administrators are covered by a grievance procedure which covers all <u>professional</u> personnel in our school system.

____ c. Administrators are covered by a grievance procedure which covers <u>all</u> school employees.

____ d. Administrators are covered by the teachers' grievance procedure but only in grievances involving teachers.

____ e. Administrators are not covered by any grievance procedure in our school system.

8. Regardless of your answer to #7, please explain what procedures would apply in the dismissal of an administrator, or enclose written guidelines. (Use additional sheets if necessary)

_____

_____

_____

_____

⇨ PLEASE ATTACH A COPY OF THE FORMS AND INSTRUCTIONS USED IN YOUR PROGRAM OF EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL. If no forms are used, check here. ☐

RETURN ONE COPY OF THIS QUESTIONNAIRE, TOGETHER WITH THE MATERIALS REQUESTED, TO:

EDUCATIONAL RESEARCH SERVICE, Box 5, NEA Building
1201 Sixteenth St., N.W., Washington, D.C. 20036

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